

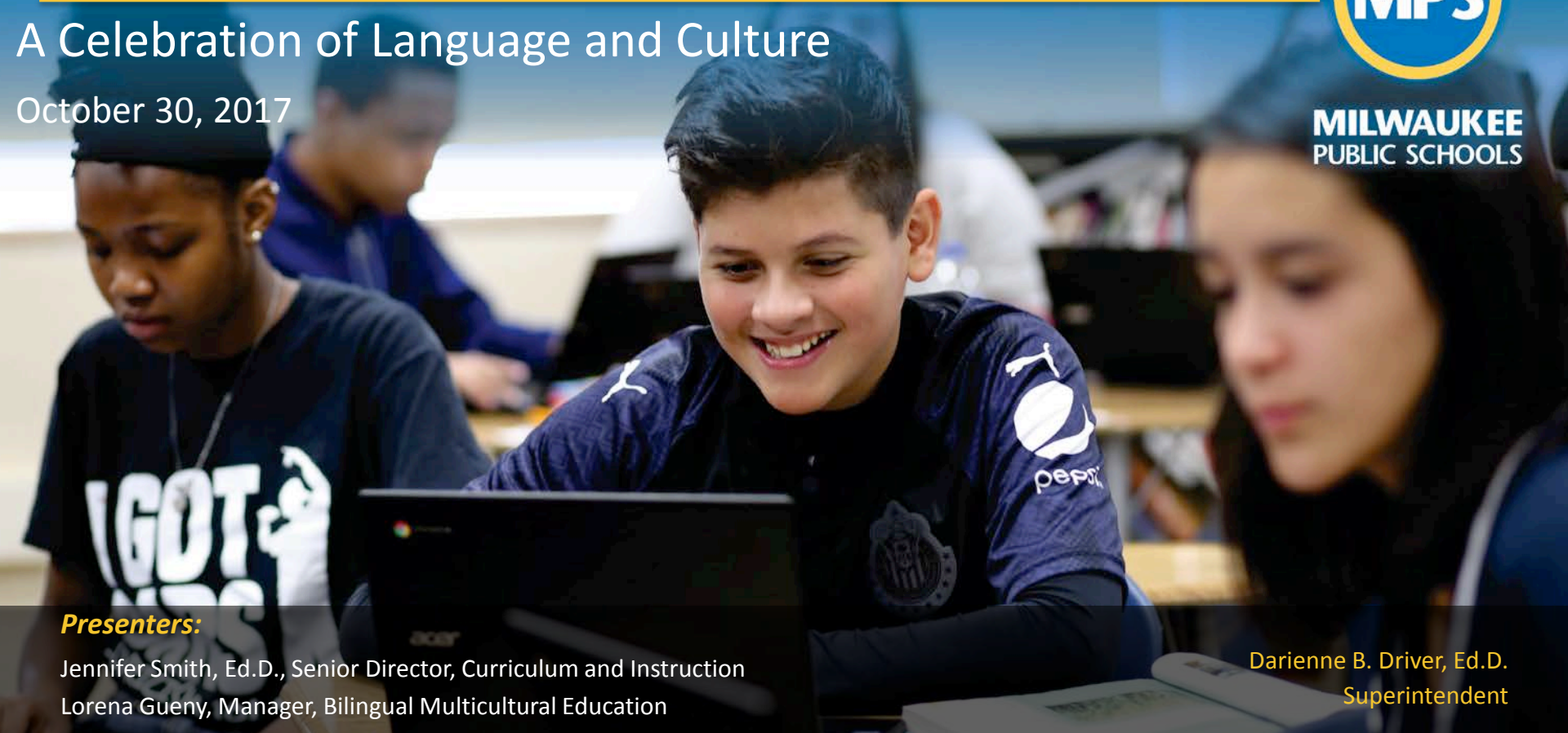
Board Work Session on Bilingual Education



A Celebration of Language and Culture

October 30, 2017

MILWAUKEE
PUBLIC SCHOOLS



Presenters:

Jennifer Smith, Ed.D., Senior Director, Curriculum and Instruction
Lorena Gueny, Manager, Bilingual Multicultural Education

Darienne B. Driver, Ed.D.
Superintendent

Agenda

- Introduction
- Overview of Bilingual Multicultural Education in Milwaukee Public Schools
 - Who we are
 - Who we serve
 - Programs and services
 - Funding and Staffing
- Data Summary and points to consider
 - Current state
 - Goals
 - Challenges
- Connections
 - Within the Office of Academics
 - With other offices
 - In the community



Our Philosophy of Multiculturalism and Multilingualism

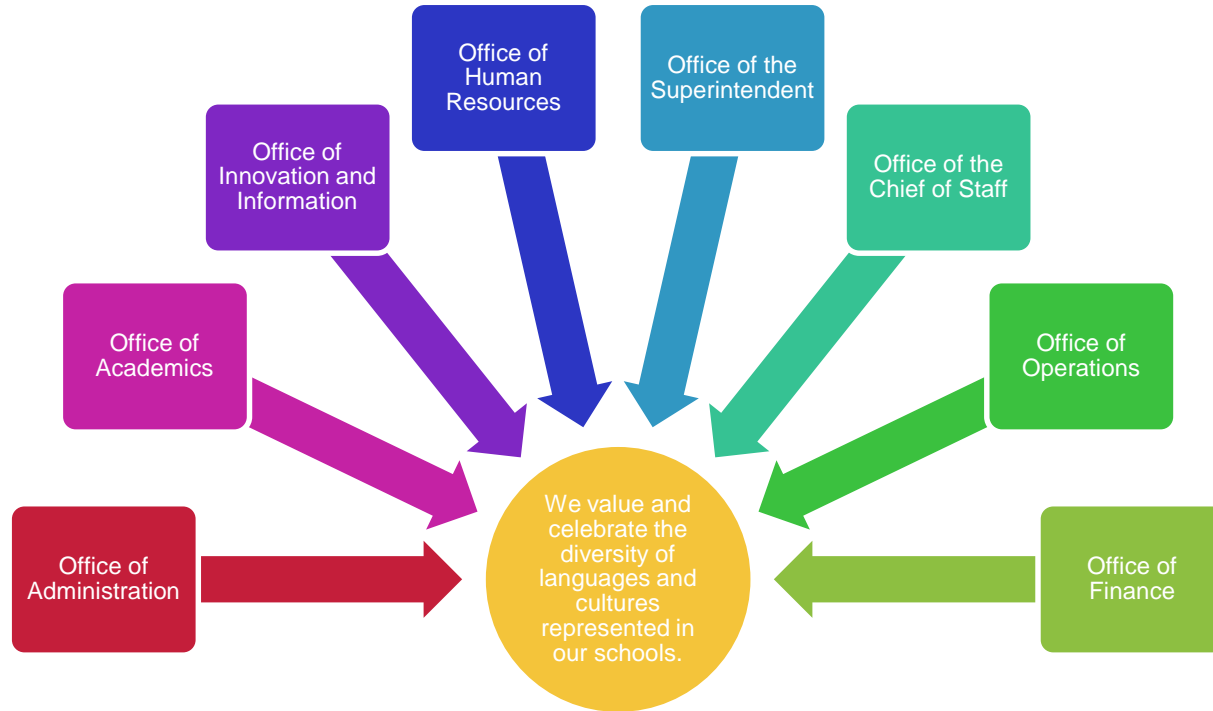
Mission: We are dedicated to graduating students who have acquired the linguistic and cultural knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals that will enrich our society.

Vision: The Bilingual/Multicultural Education Program holds the promise of helping to improve human relations in our community and contributing to a mutually respectful and creative society by providing:

- Consistent, high quality programming
- Research-based instructional strategies
- Shared accountability for student learning
- Affirmation and development of student, family, and community asset



A celebration of language and diversity



Timeline of Implementation

2014-15

- Bilingual program review completed by Karen Beeman
- Board Resolution
- DMMAC Committee begins

2015-16

- Hired teacher leader staff for BME to support Bilingual and ESL
- Offered PD on the Teaching for Biliteracy Framework and created pacing guides
- Began testing K4 with PALS Espanol

2016-17

- 5 Prototype schools for T4B Framework + South Division High School
- Textbook adoption for WL K-8 and Immersion schools
- Curriculum mapping completed K5-5 for T4B

2017-18

- World Language Graduation Requirement begins for grade 9 students
- 10 T4B Prototype schools total
- Seal of Biliteracy application completed
- Dual Language Montessori program opened at Riley School and expansion at middle grades

We Serve an Ever-Changing Community

Students

	2014-15	2017-18
Bilingual Students	7,024	6,235
ESL Students	7,873	8,603
Immersion Students	1,701	1,984
First Nations Students	589	389
World Lang. Students	10,997	11,822

Languages other than English

	2017-18	
Arabic	.5%	352
Burmese	.8%	632
Hmong	1.9%	1485
Karen	.7%	550
Somali	.3%	220
Spanish	11.6%	8921

Keys to Understanding

- Bilingual
- Biliterate
- Sequential language learners
- Simultaneous language learners
- World language
- ELD – English Language Development
- Lau Level
- First Nations



Programs in Our Schools

For all programs BME is responsible for:

- Identification of students
- Testing (W-APT, Home Language, ACCESS)
- Uploading data for district and state reports
- Monitoring student progress and supporting students' needs regardless of program.
- Aligned to the goals & outcomes of the Resolution

Bilingual Programs

Developmental & Dual Immersion

language development
+ academic development

literacy

literacy
x 2 languages

biliteracy

Language Allocation

Example 80/20 1st Grade	
Time	Subject
8:00-9:30	Spanish Literacy (Reading & Language Arts)
9:30-10:30	Math
10:30-11:30	Science or Social Studies BUF* (Integrated Content & Literacy)
11:30-12:15	Lunch & Recess
12:15-12:45	WIN (Intervention)
12:45-1:30	Special
1:30-2:30	English English Language Development/ English Language Arts

Example 50/50 4 th Grade		
Time	Subject	
8:00-9:30	English	
	<u>Balanced Literacy</u> English Language Development/ English Language Arts	<u>Integrated Content</u> English Language Development/ *BUF- (Literacy Integrated w/ Content)
9:30-10:30	Math	
10:30-11:00	WIN (Intervention)	
11:30-12:15	Lunch & Recess	
12:15-1:45	Spanish	
	<u>Integrated Content</u> Spanish Language Development/ *BUF- (Literacy Integrated w/ Content)	<u>Balanced Literacy</u> Spanish Language Development/ Spanish Language Arts
1:45-2:30	Special	

T4B Prototype Schools

- Students were more confident about risking themselves and participating as a result of oracy and language development.
- The more we worked on contrastive analysis the easier it was for students to understand the text and the content involved.
- It has made me a better teacher.
- Students are using what they know in one language and apply it to the other language.
- The more students practice oracy the better they become at it. It then affects their writing and ability to express themselves in either language.

English as a Second Language

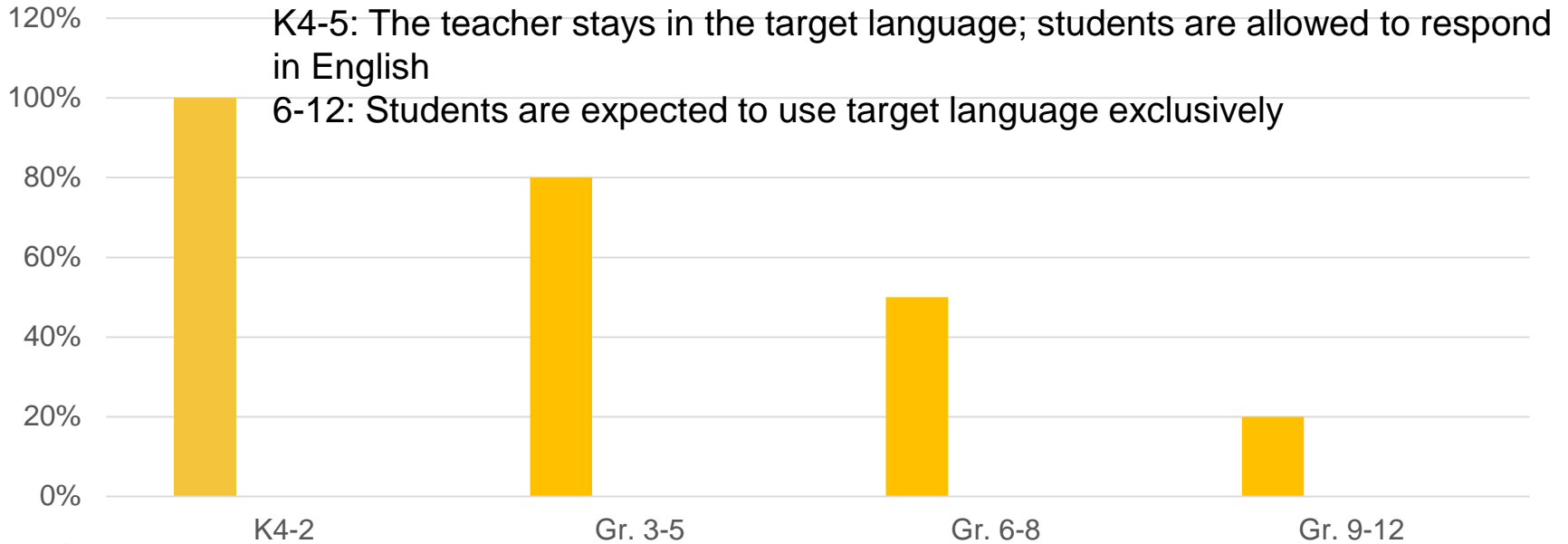
- The goal is to provide services to students whose primary language is other than English.
- 21 bilingual/ ESL program schools
- 22 Stand-Alone schools
- English language development (ELD)
- Inclusion & Strategic Pull-out Services

Language Immersion

- Intensive language experience with the goal of biliteracy
- Diverse setting without regard to first language
- Students learn L2 in a manner similar to that of a native speaker

Schedule

L2 Instruction by Grade band



World Language (WL) Program

Program overview:

- High school world language instruction
- 6 – 8th Grades: FLEX
- K – 5th Grades: FLES
- Summer coursework



WL: Goals & Schedule

Program Goal:

- Minimum 2 years of consecutive world language instruction to meet College Readiness standard and graduation requirement
- Intermediate level of proficiency
- Spanish, French, German, Mandarin, ASL

Instructional Design in Schools

“The limits of my language are the limits of my world.”
-Ludwig Wittgenstein

World Language Disciplinary Literacy Framework

LEARNING BY DOING	
Literacy Skills Within the Disciplines	World Languages
Close Reading	<ul style="list-style-type: none">➤ Cite textual evidence➤ Identify vocabulary➤ Use context clues➤ Literary analysis➤ Narrative structure
Evidence Based Writing	<ul style="list-style-type: none">➤ Text Format➤ Productive skills➤ Collaborative writing➤ Sentence combining
Speaking/Listening	<ul style="list-style-type: none">➤ Corroboration➤ Interpersonal➤ Interpretive
Critical Thinking/Reasoning	<ul style="list-style-type: none">➤ Receptive skills➤ Text handling➤ Inter-textual reading
Investigating/Inquiry	<ul style="list-style-type: none">➤ Research➤ Intercultural dimension

First Nations Studies Program

Mission Statement

First Nations Studies, MPS' mission is to produce a positive influence for First Nations students, families and community by providing academic assistance, cultural awareness using factual/accurate materials, special education workshops, support for families, professional development, community development and foster partnerships with urban community agencies. First Nations Studies turns to the seven sacred teachings of Love, Respect, Courage, Honesty, Wisdom, Humility, and Truth to develop a more confident, successful and well-adjusted First Nations people.

First Nations Studies Program

FIRST NATIONS STUDIES FOCUS SCHOOLS

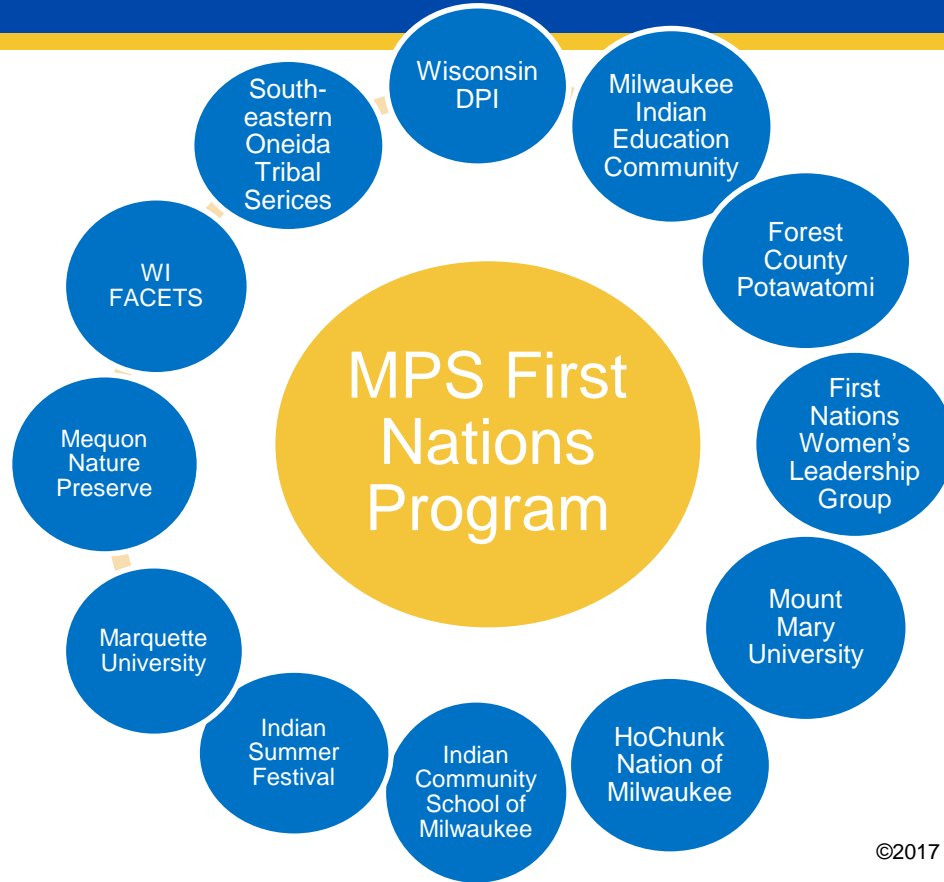
- Audubon Middle School
- Audubon High School
- Bay View High School
- Burbank School
- Clement Avenue School
- Fairview School
- Hamilton High School
- Lincoln Avenue School
- Longfellow School
- Manitoba School
- Mitchell School
- Milwaukee Parkside School
- Pulaski High School
- Reagan College Preparatory High School
- Zablocki School

SERVICES

- Classroom academic assistance
- Act 31 professional development
- Special Education support
- Parent workshops & support
- District & community cultural workshops
- Assistance with authentic cultural resource materials
- After school reading program
- Literacy Night
- Gardening Club
- Summer Camp
- Free school supplies/back packs
- Talking Circles
- Culture/Language Class
- Information on resources available to First Nations Families
- Assistance to teachers on incorporating culture in the classroom

First Nations Studies Program

The 12 partnerships enable the expansion of programming and allow shared financial responsibility



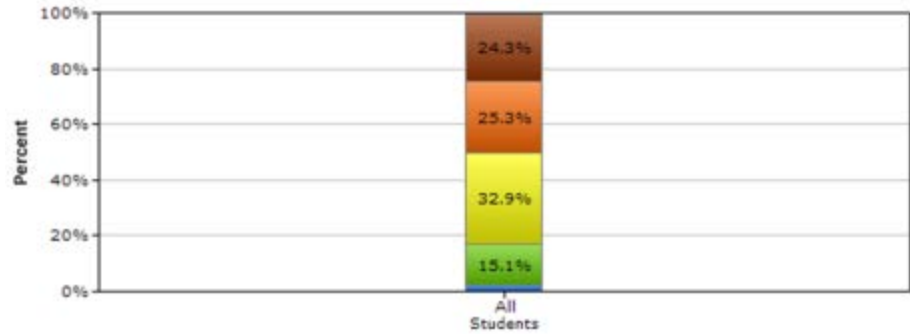
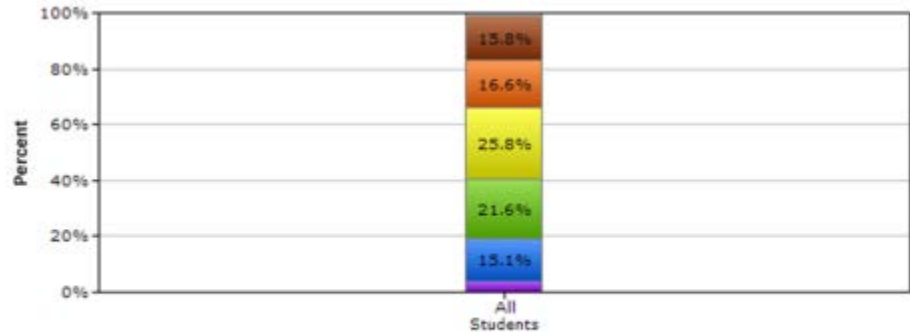
Measuring Success

- ACCESS
- Gap closures between former LEPs and non ELs. (STAR, Forward, ACT)
- On-time graduation data



ACCESS Data

- 2014-15
 - 7180 tested
 - 1136 students at Level 1
- 2016-17
 - 7774 tested
 - 1887 students at Level 1
- Level 3 student remain the majority
- Additional data provided in appendix



Data Summary

- Change in cut score resulting in fewer students exiting/ moving through ELP levels.
- In academic measures, our former ELs are the highest performing group.
- Growth - new schools, new programs and new courses

Strategic Plan

Priorities

- Teaching for Biliteracy
- English Language Development
- World Language Foundations
- United Nations Schools of International Learning Program
- Build Advocacy Efforts for English Language Learners (DMMAC)

Integrated Perspective

- Safe Haven Resolution
- Establishing equity policy
- Dept. of Black and Latino Male Achievement
- Establish a leadership pipeline
- Establish safe and welcoming school climates

School-Based Family & Community Engagement

- Welcoming Environments
- Connection to Community
- Building Relationships
- Peer Networks
- Tools & Knowledge
- Family Leadership



District Outreach Efforts

- District Multicultural Multilingual Advisory Committee (DMMAC)
 - Curriculum & Assessment
 - Recruitment, Development & Retention of Staff
 - Recruitment & Retention of Students
 - Family & Community Engagement
- Safe Haven Resolution
 - Resources & Partnerships
 - Staff Development
 - Student and Family Rights



District Outreach Events

- Foro Latino & Celebrating Abilities
- DMMAC Spring Conference
- Cantos de las Américas
- World Fair
- Adult ESL Classes



Next Steps

- Expansion opportunity for MSL
- Growth opportunity for a bilingual middle school program
- Strategic program placement
- Expanding program best practices
- Staffing – Recruiting and hiring highly qualified staff



Work Session for Bilingual Education

Milwaukee Board of School Directors

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Paula Phillips, District 7
Carol Voss, District 8
Terrence Falk, At-Large

MPS Senior Team

Darienne B. Driver, Ed.D., Superintendent of Schools
Gina Spang, P.E., Chief of Staff
Tonya Adair, Chief Innovation & Information Officer
Ruth Maegli, Chief Academic Officer
Himanshu Parikh, Chief Human Resources Officer
Keith Posley, Ed.D., Chief School Administration Officer
Wendell Willis, Chief Operating Officer
Sue Saller, Manager, Superintendent's Initiatives
Ashley Lee, Special Assistant to the Superintendent